

LEXINGTON INTERMEDIATE

420 Hendrix St.
Lexington, South Carolina 29072

GRADES 5-6 Elementary School

ENROLLMENT 359 Students

PRINCIPAL Robert D. Silva 803-359-5128

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	0	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

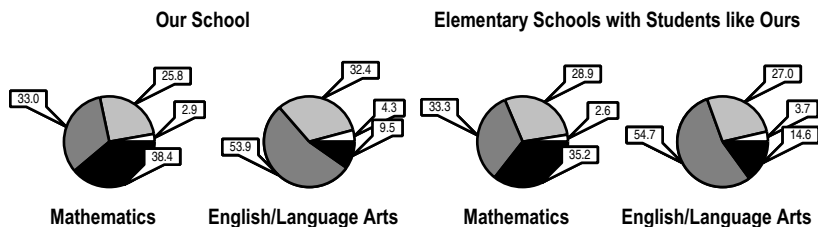
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	355	100.0	4.3	32.4	53.9	9.5	75.1	Yes	Yes
Gender									
Male	167	100.0	4.2	33.7	57.2	4.8	76.5		
Female	188	100.0	4.4	31.1	50.8	13.7	73.8		
Racial/Ethnic Group									
White	335	100.0	3.3	31.8	55.2	9.7	77.0	Yes	Yes
African-American	10	100.0	33.3	44.4	22.2	0.0	0.0	I/S	I/S
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	324	100.0	2.8	30.5	56.3	10.4	78.6		
Disabled	31	100.0	19.4	51.6	29.0	0.0	38.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	355	100.0	4.3	32.4	53.9	9.5	75.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	100.0	4.0	32.3	54.2	9.5	75.2		
Socio-Economic Status									
Subsidized meals	21	100.0	15.0	50.0	35.0	0.0	45.0	I/S	I/S
Full-pay meals	332	100.0	3.6	31.3	55.0	10.0	76.9		

Mathematics - State Performance Objective = 15.5%									
All Students	355	100.0	2.9	25.8	33.0	38.4	83.4	Yes	Yes
Gender									
Male	167	100.0	1.8	20.5	31.3	46.4	88.0		
Female	188	100.0	3.8	30.6	34.4	31.1	79.2		
Racial/Ethnic Group									
White	335	100.0	2.4	24.5	34.5	38.5	85.2	Yes	Yes
African-American	10	100.0	22.2	55.6	11.1	11.1	0.0	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	324	100.0	2.2	23.6	34.0	40.3	85.8		
Disabled	31	100.0	9.7	48.4	22.6	19.4	58.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	355	100.0	2.9	25.8	33.0	38.4	83.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	353	100.0	2.9	25.6	33.1	38.3	83.6		
Socio-Economic Status									
Subsidized meals	21	100.0	15.0	55.0	25.0	5.0	55.0	I/S	I/S
Full-pay meals	332	100.0	2.1	24.0	33.4	40.4	85.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	189	100.0	6.1	41.1	43.3	9.4	52.8
	Grade 6	205	100.0	8.9	34.7	45.5	10.9	56.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	181	100.0	3.3	35.0	54.4	7.2	61.7
	Grade 6	174	100.0	5.2	29.9	53.4	11.5	64.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	189	100.0	5.0	35.6	41.1	18.3	59.4
	Grade 6	205	100.0	7.9	28.2	30.2	33.7	63.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	181	100.0	3.3	26.1	30.6	40.0	70.6
	Grade 6	174	100.0	2.3	25.3	36.2	36.2	72.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 359)				
First graders who attended full-day kindergarten	N/R	N/C	98.7%	100.0%
Retention rate	0.0%	Down from 0.2%	1.2%	2.7%
Attendance rate	97.5%	Up from 96.6%	97.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.0%	3.5%
Eligible for gifted and talented	54.3%	Down from 55.8%	48.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 8.4%	4.8%	8.2%
Older than usual for grade	0.3%	N/A	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	69.2%	Down from 70.4%	66.4%	51.4%
Continuing contract teachers	92.3%	Up from 85.2%	92.6%	87.5%
Highly qualified teachers**	91.7%	N/A	97.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	95.6%	Up from 94.3%	85.0%	86.7%
Teacher attendance rate	96.7%	Up from 94.1%	96.5%	94.9%
Average teacher salary	\$45,376	Up 1.2%	\$44,215	\$40,760
Prof. development days/teacher	6.6 days	Up from 6.4 days	10.6 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 24.8 to 1	20.6 to 1	18.9 to 1
Prime instructional time	93.4%	Up from 90.2%	92.6%	90.0%
Dollars spent per pupil*	\$6,453	Down 5.9%	\$5,873	\$6,044
Percent of expenditures for teacher salaries*	60.3%	Down from 60.9%	68.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent /Guardian:

School administrators and the School Improvement Council jointly report that this was a productive and rewarding year at Lexington Intermediate School. Dedicated students, teachers, administrators and parents shared the school's focus on learning. As a result, innovation, active learning and multiple enrichment opportunities were common facets of the LIS experience. Our staff feels strongly that although test scores are important, they should not replace a teacher's personal role in a developing child's life.

In 2002-2003, for the third consecutive year, Lexington Intermediate School earned an "Excellent" Absolute Rating on its School Report Card and a Palmetto Gold award. We are proud of the fact that 95.3 percent of our fifth graders scored above the state standard in Mathematics and 93.8 percent scored above the state standard in English/Language Arts. In our sixth grade, 92.1 percent scored above the state standard in Math and 91.1 percent scored above the state standard in E/LA.

In an effort to help students that scored below basic in Mathematics or English/Language Arts, we used our SC Education Lottery funds to create an after-school tutoring program in both areas.

We continued to make positive strides in the area of technology. In addition to our mobile computer lab, we purchased a SMART Board (interactive whiteboard that turns a computer and projector into a powerful teaching tool). Our teachers continue to participate in technology training. Our faculty ranks above the district average in the number of teachers completing the teacher technology proficiency exam.

Our teachers applied for and received grants from DHEC and the South Carolina Arts Commission for school beautification and recycling projects. One of our teachers received a literacy grant from Wal-Mart and another received a Michelin teacher grant.

Our students continue to do well in competition outside our school. Two of our students won first place regional honors in the Trumpeter Campaign for the SC Cancer Center. Many students in the fine arts programs qualified for the South Carolina Solo Ensemble Band and the Tri-District Arts Consortium.

We continue to stress character education. A Safe and Drug-Free Schools grant provided the "Healing Species" character education program for fifth graders. Our students supported Project Pet, The Leukemia and Lymphoma Society, Ronald McDonald House's pop-tabs campaign, and canned goods for local charities. Some of our classes collected items for children in Iraq and Afghanistan, visited nursing homes, volunteered at the Salvation Army and wrote letters to our service personnel overseas. In addition our school and community came together in several fund-raising efforts for one of our students awaiting a kidney transplant and raised more than \$100,000.

Robert D. Silva, Principal

Kathy Maness, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	161	121
Percent satisfied with learning environment	100.0%	93.1%	94.1%
Percent satisfied with social and physical environment	92.3%	91.7%	90.8%
Percent satisfied with home-school relations	100.0%	95.6%	83.8%

*Only students at the highest elementary school grade level at this school and their parents were included.